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ABSTRACT

This publication provides suggestions and recommendations for developing planned courses for medical assisting programs. It is not a regulation but a guide to help health assistant and medical assistant teachers review and revise or develop curriculum to meet existing regulations. Introductory materials include a definition of medical assistant, employment characteristics, time requirement, and admissions qualifications. Contents include the philosophy and/or scope of health occupations education, basic philosophy of medical assistants' education, program objectives, teaching methods, method of evaluation, physical facilities, safety considerations, and special considerations for program planning. Information is also included for integration of the Health Occupations Students of America organization into the curriculum. Suggested performance objectives for medical assistants are provided for four courses: medical assisting theory and skills, medical assisting laboratory skills, related medical assiting theory and skills, and supervised clinical medical assisting education. Appendixes include sample materials--syllabus and lesson plan, student evaluation format, record of task evaluations, weekly evaluation, evaluation format for performance tests, and contract for supervised clinical education. Listings of major and minor equipment, supplies, and audiovisual teaching supplements are also appended. (YLB)

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A GUIDE

FOR

DEVELOPING CURRICULUM

AND

PLANNED COURSES

FOR

MEDICAL ASSISTING PROGRAMS

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CE044380

Bureau of Vocational and Adult Education
PENNSYLVANIA DEPARTMENT OF EDUCATION

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FOREWARD

The Pennsylvania Department of Education appreciates the time and valuable information shared by the technical advisory committee who provided information on current practices of medical assistants in the office setting where medical assistants are employed. Special appreciation and recognition is given to Mrs. Stacey Miller from McCrea Associates and Mrs. Karen Winters and Mrs. Linda Beasley from Drs. May-Grant Associates for sharing advice on the latest technology and the necessary qualifications for medical assistants for todays offices, emergicenters and other private medical practices.

A task force of Health Occupations teachers who teach Medical Assistants in geographic areas near large medical service areas also participated in the first of many guides that will assist teachers and school administrators to review and revise curricula for health occupations programs that will be technically current and will meet the compliance regulations in Chapter 6 for planned courses. The task force members were: Mrs. Rosemarie Dunkelberger from Berks County AVTS East Center, Miss Barbara Baklarz from Steel Center AVTS, Mrs. Linda Crayton from Columbia Montour AVTS, and Mrs. Betty Reeves from Erie Tech.

The material was edited and organized by the Program Specialist. Miss Margaret Knaub, a special advisor to the state HOSA advisor and Mrs. Jane Sylves from Indiana University of Pennsylvania also reviewed the guide.

INTRODUCTION

The purpose of this publication is to provide suggestions and recommendations to develop planned courses for Medical Assisting programs. This document is not a regulation but will serve as a guide to assist health assistant and medical assistant teachers to review and revise or develop curriculum to meet the existing regulations to keep vocational education quality education.

Chapter 5 and Chapter 6 regulations require planned courses for all public school districts and vocational technical schools. Chapter 5 defines a planned course as "a series of planned courses that are coordinated and articulated with one another and implemented in order to teach specific knowledge, skills, attitudes, and behaviors in a systematic and cumulative manner".

The guide represents a plan to incorporate a philosophy, program objectives, performance objectives, time for accomplishment, evaluation and anticipated competencies for a medical assisting program. Included in the guide is the integration of HOSA (the vocational student organization for health occupation education) and safety to meet the requirement for Chapter 6 which states that safety and the vocational student organization for the respective vocational area shall be integrated in the curriculum.

Planned courses can be illustrated through syllabi. The appendix provides exhibits of a syllabus, lesson plan and various forms for evaluation that utilize the methods taught to keep instruction competency based.

Schools require the mutual cooperation between educator and administration to be effective and beneficial to the student. Therefore, special consideration for program planning is an important part of this guide. The lack of representation of health occupations teacher educators in the teacher preparatory institutions leaves school administrators without awareness of industrial involvement through supervised clinical education for health occupations education and the value of the involvement for the student.

Flexibility and the autonomy of the teacher have been respected in the development of this guide. A local advisory committee advises the educator on the current practices of the geographic area and the teacher develops the tasks that will contribute to the student mastering the performance objective in order to have the expected competencies of a graduate medical assistant.

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TITLE: MEDICAL ASSISTANT 17.0503

DEFINITION: Medical assistants (according to the American Association of Medical Assistants) are individuals who assist physicans in their offices performing those administrative and/or clinical duties delegated in relation to the degree of education and in accordance with the law governing such acts and activities. Medical assistants have a wide range of activities.

Their business-administrative functions include scheduling and receiving patients; obtaining patient's data; maintaining medical records; typing and processing medical transcription; handling the telephone calls, correspondence, reports, and manuscripts; and assuming responsibility for office care, insurance forms, office accounts, fees and collection.

Their clinical functions may include preparing the patient for examination, measuring and recording vital signs, taking medical histories, assisting with examinations and treatments, performing routine office laboratory procedures and electrocardiograms, sterilizing instruments and instructing patients for x-ray and laboratory examinations.

Both administrative and clinical duties involve purchasing and maintaining supplies and equipment. A medical assistant who is sufficiently qualified by education and/or experience may be responsible for personnel and office management.

Employment Characteristics: Medical assistants work under the direction and supervision of practicing physicians to help facilitate the work of the physician with routine office and clinical tasks. With a demand from more than 200,000 licensed physicians, there are and will probably continue to be, unlimited opportunities for formally educated medical assistants who are competent to carry out the functions delegated to them in the office.

Time Requirements: In secondary education, the courses for the medical assistant program are planned courses. Planned courses must be equal to 120 clock hours in order to receive one unit of credit. Since health occupations education according to Chapter 6 has to have 360 hours per year, medical assistant programs shall provide a minimum of three planned courses per year. The Medical Assistant planned courses are:

Medical Assisting Theory and Skills
Related Medical Assisting Theory and Skills
Medical Assisting Laboratory Skills
Supervised Medical Assisting Clinical Education
Cooperative Education

Postsecondary programs should follow the recommended curriculum requirements as described in the essentials for minimum educational standards developed by the Department of Allied Health Education and Accreditation of the American Medical Association for Medical Assistants.

Postsecondary and adult programs are either a two-year program leading to an associate degree or a one-year program resulting in a certificate.

Admission Qualifications: The school should not discriminate in the recruitment of candidates for the educational program based on race, color, religion,

national origin, sex, age, ancestry, or qualified handicaps in accordance with state and federal law.

The student who has chosen medical assisting as their career goal needs to be business oriented as well as people oriented. Therefore, the instructional time in the area vocational-technical schools and vocational comprehensive schools should provide the best opportunity to gain the necessary knowledge, skills and attitudes needed to succeed on the job; i.e., business education students who want to specialize in the medical field may enroll in the 12th grade.

In order to succeed in the program the individual candidate needs the ability to:

- o read and comprehend;
- o problem solve;
- o succeed in basic science subjects;
- o compute basic math concepts and/or bookkeeping;
- o type at least 40 to 50 words a minute;
- o operate a microcomputer;
- o get along with people;
- o function independently;
- o travel and use public transportation.

Philosophy and/or Scope of Health Occupations Education

Health occupations education is a program area of vocational education that accepts education as a dynamic process which results in change of behavior of the learner. It is available under several general curricula which benefits high school students, community college students, individuals who seek specialized education, unemployed and underemployed, people with qualified handicaps, adults who want to upgrade their skills, and those students who must learn new skills to earn a living. Health occupations education provides an opportunity for youths and adults attending secondary schools, area vocational technical schools, and community colleges with equal opportunity for access to the program to prepare for the world of work in settings where health care takes place without discrimination on the basis of race, age, religion, sex, color, national origin, or qualified handicaps, as set forth in the rules and regulations governing vocational education in the Commonwealth as promulgated by the Secretary of Education. Health occupations regulated by licensure laws and/or a national certifying agency respects the requirements established by the regulations as promulgated by the respective Boards and National Registries.

Health occupations education provides a competency-based plan of instruction and selected learning experiences to prepare the student who has the aptitude to achieve the occupational objective. Responsibility for the learning is shared by the student and the qualified educator. The educational process shall consider individual differences, progress from the simple to the complex, encourage freedom of inquiry, and provide correlation between theory and laboratory practice in order for the student to reach his/her potential for entry level employment into a setting where health care takes place which is the second largest service employer in the Commonwealth.

To the greatest possible degree, learning should take place in a democratic environment providing the essential types of equipment required to master skills basic to the specific occupation. When direct client care is involved, complete simulation of a typical environment is impossible, therefore, supervised clinical experience through contractual agreement with an appropriate health care agency extends the laboratory into the real-life situation.

The health occupations field is rapidly changing as a result of new technologies and in the mode in which health care is delivered. The program content must be kept current if an effective and employable worker is to be educated. This is best accomplished through qualified teachers who are conscious of the need for professional growth in accordance with new educational methodology and specific health occupations content for the respective professional area.

Basic Philosophy of Medical Assistants' Education

The medical assistant program accepts the philosophy of Health occupations education and the sponsoring institution. Furthermore, the faculties teaching medical assistants believe education is evidenced in behavior change through learning. Optimum learning takes place when the student is challenged by meaningful material which progresses from the known to the unknown. Learning takes place in adequately equipped facilities with a dedicated and qualified instructor using a well-planned curriculum and motivated and qualified students, together with a community that is interested in providing fiscal and moral support.

Medical assistant education provides instruction to prepare a multi-skilled person dedicated to assisting in all aspects of medical practice under the supervision of a physician in the office setting. Medical assistants perform a variety of administrative and clinical tasks to facilitate the work of the physician. The competency based program is based on well-defined performance objectives with course objectives contributing to the total program objectives. Students function best when objectives and activities to meet those objectives with guidance from the instructor are shared with them. The curriculum to be current needs to be constantly evaluated to meet the ever changing functions of the medical assistant in the new and emerging settings where physicians practice.

Objectives

Upon completion of the program the graduate will:

- safely assist with selected clinical duties;
- transfer scientific principle to clinical skills;
- competently perform administrative functions;
- communicate effectively including the use of medical terminology;
- adhere to ethical and legal standards;
- recognize and respond to medical emergencies;
- demonstrate professional characteristics;
- seek membership in the professional organization of American Association of Medical Assistants as a direct result of being a HOSA member;
- maintain a safe, clean, healthful and pleasant environment; and
- recognize continuing education is a life long process.

Teaching Methods

The teacher facilitates the learning by utilizing:

- o group discussion;
- o lab demonstrations;
- o films and other audio-visual material;
- o role playing;
- o computer software for medical assistants such as office simulation practice, inventorying supplies, and recordkeeping, etc.;
- o supervised clinical education;
- o cooperative education experience and
- o participation in HOSA activities.

Method of Evaluation

The student meets the objective and/or objectives when a state your percentage or better is earned from writing the answers to written teacher prepared tests and when the student returns a skill demonstration within three tries and state your percentage use of all the steps within the procedure. If the procedure is considered critical technique such as in CPR or typing medical reports, the score has to be 100 percent of all the steps and/or with 100 percent accuracy for a satisfactory grade. Those procedures considered critical to performance will be shared with the student and so marked on the performance list. A student with state the number unsatisfactory performances will not be considered for promotion.

Physical Facilities

An average size class in medical assisting programs is 15-20 students. Factors determining a learning environment for medical assistants include but are not limited to all of the following:

1. Size of the laboratory and number of work stations. Medical Assisting requires 1,800-2,000 square feet which includes a classroom and/or designated area for related theory and a laboratory for administrative and clinical skills;
2. Type of equipment;
3. Safety of students.

Equipment and the placement of the equipment will be documented on a quarter scale drawing and reviewed and approved by the Health occupations Program Specialists for the Pennsylvania Department of Education. The equipment shall be planned in accordance with the performance objectives and in keeping with current technology and comparable with the occupations area.

Recommended areas within the classroom-laboratory area are:

1. Medical assistant administration area which includes word processors, dictation equipment, computers, electric typewriters, files, and furniture to accommodate the equipment.

2. Medical assistant clinical laboratory area with sufficient counter space for diagnostic equipment, storage area and chemical sinks. The facility should include a refrigerator, sterilizer, water and electric outlets along with furniture to simulate an examining room setup and an EKG machine.

3. Theory-discussion area with sufficient equipment for the teacher including bulletin boards, chalk boards, bookcases for reference materials library tables and chairs to accommodate 20 students.

4. Secured storage area for supplies and movable equipment.

5. Dressing area for students to change from street clothes to a uniform or whatever protective clothing the teacher indicates as needed.

Safety

According to Chapter 6 regulations, safety shall be an integral part of the curriculum. Documentation shall be evidenced in lesson plans and course materials. Safety education has a dual purpose in health occupations programs. The first priority is for the protection of the student learner and the second includes safe practice when the student performs procedures that directly involve safety for the client's rights. All health occupations teachers shall include general information on safe practice within the school and specifically, general safe practice within the classroom.

Medical assisting programs should include the following:

- Only anatomical models are used to teach venepunctures.
- Gloves shall be worn when handling or analyzing body fluids.
- All chemicals and supplies are secured in locked storage area.
- All lesson plans shall include safety and/or critical technique such as washing hands to protect the student and/or client.
- All sterilizing equipment shall have the manufacturer's operation directions attached and/or posted nearby.
- No food or eating is permitted in a lab that works with body fluids.
- Each student should carry malpractice insurance when assigned to clincal education.
- Class size is dependent on the number of work stations in the lab.
- Supervised clinical education has to be under the direction and supervision of the teacher.
- Students shall be informed that the laws in Pennsylvania prevent medical assistants to administer medications other than when properly instructed by the physician who accepts them as agents under his

supervision. Safety in handling drugs and securing the equipment for the professional person may be taught.

- o As a SAFETY PRECAUTION for the School Board, the director, the teacher and the student, no student on supervised clinical education may ever administer medication.

- o Class size is dependent on the number of work stations for the students in the labs (administrative and clinical).

Special Considerations for Program Planning:

1. Recommended prerequisites for students enrolling in the program include typing and proficiency in use of a microcomputer because these skills are essential for the placement of graduates. Cooperation and articulation with business education is recommended.

2. Supervised clinical education is an integral part of the medical assistants education. In selecting physicians offices or clinics, it is the responsibility of the teacher to determine criteria and set the standards for the educational objectives to be accomplished. Clinical education is contractural for the safety of the student, the patient and legal protection of the educational institution and the agency.

3. Consider the policies on uniforms with identification and health standards of the cooperating agency when arranging supervised clinical experience.

4. Advisory committees or occupational advisory committees are required as per 6.23 regulation of Chapter 6. Representation for the committee for medical assistant programs should include personnel managers of health care agencies, certified medical assistants, or representation from the State Medical Assistant Organization, office managers of medical practice groups, member at large from the community and representation from other professionals interested in employment of medical assistants.

   Meetings shall be scheduled at least once a year. Minutes shall document the advice on performance objectives, equipment and other related issues.

5. Articulation with a nationally accredited college program should be researched to afford the student a career ladder program and the possibility of advanced standing and/or credit for Medical Terminology and other applicable content areas.

6. Since the program content crosses over other professional areas, consideration should be given to have resource people such as a registered medical technologist to teach the clinical lab skills especially when this program is one part of the cluster program, Health Assistant.

Teacher education has not started program content for cluster occupations. Therefore, for safety in teaching the performance objectives associated in the analysis of body fluids, the teacher, if documented experience in performing medical lab procedures has not been indicated on the resume, should ask the teacher educator for an independent course of study for credits to gain proficiency in the medical lab area.

Teachers in health occupations programs must be competent practitioners in medical assisting. They should have work experience as a medical assistant which covers the administrative and clinical aspects of operating a medical office. A professional Registered Nurse with medical office and/or clinic experience could be considered. A certified medical assistant with an associate degree in medical assisting from a nationally accredited program with documentation of the minimum years of experience may also be considered to teach a specific program for medical assistants when it is not part of a cluster program.

7. Students enrolled in the program will need parental consent to participate in the learning activities of the program.

8. Invasive procedures may only be simulated on anatomical models in the teaching lab.

9. Students in secondary programs shall be informed that national certification is not available to them. Only students graduating from nationally accredited programs are eligible to sit for their credentialing examination. Graduates of secondary medical assistant programs may write to the American Association of Medical Assistants, 525 Dearborn Avenue, Chicago, IL 60610 for alternative avenues for national certification.

Vocational Student Organization

Health Occupations Students of America, better known as HOSA, is the only recognized (by U.S. Department of Education) student organization specific for students in approved health occupations programs. Federal regulations state the student organization is to be an integral part of the respective vocational area. Health occupations is an area of vocational education as is marketing and distributive education, business education, home economics, industrial arts, agriculture and trade and industrial education.

HOSA activities best exemplify the simulation of being part of a professional association. The activities enhance the performance objectives in leadership, job seeking skills, standard first aid/CPR, measuring skills in the medical assistant lab, communications, and personal and vocational relationships.

HOSA was chartered in 1976 and since its inception has worked to provide teachers and students opportunities to enhance learning. HOSA also provides a network to keep instruction current and technologically updated.

Information may be obtained from the HOSA State Advisor, Pennsylvania Department of Education, 333 Market Street, Harrisburg, PA 17126-0333.

Suggested Performance Objectives for Medical Assistants are:

Medical Assisting Theory and Skills is a planned course that includes performance objectives on basic anatomy and physiology, basic chemistry, diet therapy, microbiology, terminology and HOSA that contribute to the graduate's competence in

1. transferring scientific principles to performance of clinical skills,
2. safely assisting with selected clinical duties,
3. communicating effectively including the use of medical terminology, and
4. using HOSA activities to learn the spirit of competitiveness and self confidence for the world of work.

The student, after completing the course in Medical Assistant Theory and Skills, will:

1.1 Identify and describe the structures and functions of the body systems.

- 1.1.1 explain the relationship between each system and the individual's total state of health
- 1.1.2 differentiate among prefixes, suffixes and word roots
- 1.1.3 correctly spell, pronounce and define medical terms
- 1.1.4 recognize standard abbreviations and symbols with recall of their meaning
- 1.1.5 participate in HOSA spelling and terminology contests.

1.2 Describe the common chemical tests used in the office setting for medical practice.

- 1.2.1 identify the terminology and use of chemicals associated with clinical skills.

1.3 Apply the principles of basic nutrition as it pertains to clinical assisting in the medical office.

- 1.3.1 identify the five food groups
- 1.3.2 describe basic nutrition, key nutrients and vitamins
- 1.3.3 plan and evaluate menus based on the basic food groups and RDA for individuals in each stage of the life cycle
- 1.3.4 describe therapeutic diets
- 1.3.5 name common therapeutic diets used in treatment of illness.

1.4 Demonstrates the general principles of asepsis.

- 1.4.1 identifies the major pathogens causing disease in human beings
- 1.4.2 lists the causative agents in common diseases
- 1.4.3 describes general principles of asepsis
- 1.4.4 demonstrates methods of practicing asepsis in the office
  - 1.4.4.1 example hand washing technique
- 1.4.5 identifies the infectious process and modes of transmission of diseases.

Medical Assisting Laboratory Skills is a planned course concurrently offered with Medical Assisting Theory and Skills for the instruction and demonstration of selected procedures necessary for the entry level employee to enter the occupation of medical assisting. The skills and activities include HOSA skill competition that contribute to the graduates competence in:

1. safely assisting with selected clinical procedures
2. communicating effectively by listening, observing, reporting and recording accurately
3. recognizing and responding to medical office emergencies
4. demonstrating professional characteristics and
5. demonstrating through HOSA skills events the skills that are nationally acceptable practice.

The student, after completing the course in Medical Assistant Laboratory skills, will:

2.1 Safely assist and/or perform with selected clinical skills.

- 2.1.1 communicate effective instructions to the patient
- 2.1.2 greets and admits the patient to the examining room
- 2.1.3 measure and record vital signs
- 2.1.4 measure and record height and weight
- 2.1.5 perform selected pre-examiniation tasks to gather data in keeping with the respective specialists' instruction
- 2.1.6 prepares the patient for the physical examination
- 2.1.7 stands by and assists the physician with the patients examination
- 2.1.8 assists with the safe collection of specimens of body fluids, for analyses, smears and cultures
- 2.1.9 cleans, disinfects and sterilizes instruments
- 2.1.10 safely handles sterile supplies
- 2.1.11 practices cleanliness and carries out aseptic technique
- 2.1.12 courteously discharges the patient to the medical office assistant.

The following procedures fall within the scope of medical assistants on the national level. In Pennsylvania the teacher may simulate some of these procedures through the use of anatomical models and computer assisted educational simulations. Legally, if the teacher performs these procedures and is supervising students in the clinical setting, the acts must be performed with the same degree of competence as if performed by a professional registered laboratory technologist. Neither students nor patients should ever be subjected to a lower standard of skills because the teacher is not experienced through documented evidence in the performance of these procedures.

If the teacher in the cluster program Health Assistant lacks basic medical lab experience, refer to item 6 under special consideration for planning a medical assistant program. For the following procedures, special arrangements can be made to have a qualified consultant and a resource person teach these skills for which the teacher is not qualified.

2.2 Safely and accurately performs selected medical laboratory procedures.

- 2.2.1 performs EKG's
- 2.2.2 performs screening dip stix, physical, chemical and microscopic urine analysis
- 2.2.3 collects eye, nose and throat specimens for culture and sensitivity tests
- 2.2.4 collects sputum specimens
- 2.2.5 collects stool specimens
- 2.2.6 assists with setups for the collection of blood specimens for a variety of tests
- 2.2.7 performs a CBC and other blood tests commonly done in an office as approved by the advisory committee
- 2.2.8 accurately measures and records all data related to lab skills
- 2.2.9 practices aseptic and safe precautions in working with body fluids
- 2.2.10 participates in the HOSA Medical Assistant clinical contest.

2.3 Recognizes and responds to medical office emergencies.

- 2.3.1 recognizes symptoms of syncope and responds appropriately
- 2.3.2 recognize conditions that merit immediate attention of the physician and responds accordingly
- 2.3.3 performs basic standard first aid and cardiopulmonary resuscitation when the condition warrants such action
- 2.3.4 professionally implements procedures to know at all times where the physician may be in case of an emergency or what alternative action is to be used in the physician's absence.

Related Medical Assisting Theory and Skills is a planned course that includes the use of the computer, medical office procedures, personal and vocational relationships, career opportunities, ethics, legal jurisprudence, communications and HOSA activities that contribute to the graduate's competence in

1. communicating effectively as a receptionist
2. adhering to ethical and legal standards
3. performing administrative functions
4. demonstrating professional characteristics
5. applying for alumni membership in HOSA and participates in AAMA association
6. maintaining a clean environment.

3.1 Communicates effectively when performing receptionist duties.

- 3.1.1 uses proper telephone technique when receiving and making calls
- 3.1.2 receives patients and visitors to the office
- 3.1.3 takes and records medical histories
- 3.1.4 explains and collects the fee
- 3.1.5 schedules patients for office appointments, lab arrangements, and hospital admissions.

3.2 Maintains office and business records.

- 3.2.1 prepares medical file for new patient
- 3.2.2 issues receipts for fees collected
- 3.2.3 reconciles a cash summary of office receipts
- 3.2.4 uses computer data base system for financial records
- 3.2.5 prepares daily receipts for bank deposit
- 3.2.6 posts daily charges using a microcomputer
- 3.2.7 files and retrieves patient records when needed
- 3.2.8 processes referrals to other professionals
- 3.2.9 maintains log for hospital admissions
- 3.2.10 prepares statements for cyclic billing
- 3.2.11 uses firm but fair means in collection of bills
- 3.2.12 types medical reports, letters and other office correspondence
- 3.2.13 prepares and processes insurance forms
- 3.2.14 maintains inventory of supplies and orders supplies
- 3.2.15 receives invoices and prepares them for payment
- 3.2.16 maintains a filing system for patients' records, business information and related correspondence
- 3.2.17 processes mail.

3.3 Practices ethics and uses legal jurisprudence.

- 3.3.1 maintains confidentiality
- 3.3.2 reports privileged information to the physician
- 3.3.3 respects his or her actions as an agent of their employer
- 3.3.4 discusses "respondiate superior" and legally knows limitations.

3.4 demonstrates professional characteristics.

- 3.4.1 practices a pleasing attitude
- 3.4.2 gains confidence for job interview by participating in HOSA job seeking skill event
- 3.4.3 uses job seeking skills when applying for a job
- 3.4.4 works as a team member in the office
- 3.4.5 prepares resume
- 3.4.6 uses principles of psychology when dealing with emotionally and mentally unstable people.

Supervised Clinical Medical Assisting Education is a planned course provided by extending the classroom to a clinical setting because lifelike experience is impossible to simulate in the classroom. The learning activities are arranged by the teacher with a community health care agency, or a corporate and/or private practitioner to meet specific performance objectives. The activities for the extended classroom are planned, implemented and supervised by the educator for the benefit of the student. Clinical experience is contractual to legally protect the student, the teacher, the LEA and the agency providing the opportunity for the experience.

Clinical education has long been utilized in the allied health educational programs. Today the term "industry involvement" applies to clinical education. The cooperation of the employers with the educator provides up to date technologically current experience for the student and the teacher.

Special Consideration in Planning Clinical Education.

1. The student should demonstrate a high degree of maturity and competence, along with the proper attitude to work with people.
2. Agency personnel should be willing to cooperate with the educator and students. Assignments should only be made to an agency in which there is an employee in the occupation being taught.
3. Malpractice insurance for the student is necessary to protect the student, faculty and school.
4. The school has an obligation to assure the agency that the student assigned to an area is a safe practitioner.
5. Confidentiality of information within a health care facility must be safeguarded.
6. Parental permission for a student to participate in the course should be on file.
7. The student learner shall not replace an employee.
8. Students may be required to meet certain agency health standards.
9. The agency may request withdrawal of any student whose presence interferes with the client's (patient's) rights.
10. Evaluation of the performance objectives is the responsibility of the educator.

Agreement of Affiliation is a legal contract between the school and the agency. The agreement shall be written and duly signed by authorized personnel of both agencies.

The contract should:

1. Specify a definite starting and ending date;
2. Provide for modification of agreement through mutual consent;
3. Annually be reviewed and rewritten as needed;
4. Indicate the maximum number of students to be assigned at any given time;
5. Contain the rights and responsibilities of both parties as well as those of the students involved;
6. Be as short as is practical;
7. Clarify the rules of each party; and
8. Contain a nondiscrimination clause consistent with state and federal regulations.

A sample contract has been included in the appendix.

Supervised Clinical Education is a planned course that provides the student with the opportunity to:

- safely transfer medical assisting skills to the "real world of work";
- communicate effectively, including the understanding and use of medical terminology;
- adhere to ethical and legal standards;
- demonstrate professional characteristics;
- function calmly while under pressure of time and in the presence of anxious clients (patients); and
- confidently seek employment.

The student, after completing the course of supervised clinical education, will:

4.1 Safely and competently perform procedures associated with and legally acceptable for a medical assistant.

- 4.1.1 perform business and secretarial functions associated with a medical office
- 4.1.2 apply the techniques of public relations
- 4.1.3 attend to medical office housekeeping
- 4.1.4 assist the physician with the preparation and examination of clients
- 4.1.5 safely and accurately perform basic medical laboratory skills.

4.2 Confidently apply for employment in a medical practice setting.

- 4.2.1 uses the clinical experience as a recognition of the role of a medical assistant
- 4.2.2 prepares a resume
- 4.2.3 arranges for a job interview.

Appendices

The task force graciously permitted items and formats they use in teaching. The items are suggested to help the new teacher and help LEA's in planning new programs and/or updating the current program to meet the high technology necessary to implement the instructional program.

Appendix A - Sample Syllabus
Lesson Plan - Practice Ethical Behavior at All Times
Appendix B - Sample Student Evaluation Format
Appendix C - Sample for Recording Task Evaluations
Appendix D - Weekly Evaluation
Appendix E - Evaluation Format for Performance Tests
Appendix F - Sample Contract for Supervised Clinical Education
Appendix G - Major Equipment
Appendix H - Minor Equipment
Appendix I - Supplies
Appendix J - Audio-Visual Teaching Supplements and Addresses

TO: _____, Student

FROM: _____, Teacher

Sample Syllabus
Medical Assistant Program

Title of the Course:	Related Medical Assisting Theory and Skills
Course Description:	Related Medical Assisting Theory and Skills is a planned course covering: job attitudes, ethical behavior, legal jurisprudence, leadership skills, social and community awareness, use of the computer, medical office procedures, career opportunities, communications, personal and vocational relations and the integration of HOSA into the course.
Placement:	This course is presented concurrently with planned courses in Medical Assisting Lab Skills, and Medical Assisting Theory and Skills.
Time Requirements:	To adequately master the competencies in this course, plan on a minimum of 120 hours.
Text and/or References:	List them.
Method of Teaching:	This course is competency based. The teacher will utilize group discussions, demonstrations, audio visual aids, role playing, community projects, HOSA meetings, and other educational methods to guide the student and facilitate learning. The student accepts the responsibility to learn and the teacher provides the opportunity and guidance.
Method of Evaluation:	Each task which contributes to the performance objectives will state the criteria for evaluation. Example: The student meets the objective and/or objectives when a state your percentage or better is earned from writing the answers to written teacher prepared tests and when the student returns a skill demonstration within three tries and state your percentage use of all the steps within the procedure. If the procedure is considered critical technique such as in CPR or typing medical reports, the score has to be 100 percent of all the steps and/or with 100 percent accuracy for a satisfactory grade. Those procedures considered critical to performance will be shared with the student and so marked on the performance list. A student with state the number unsatisfactory performances will not be considered for promotion.

The criteria can be but is not limited to:

- o teacher developed tests
- o planned observations of skill performance
- o class participation
- o oral reports
- o written reports
- o anecdotal reports
- o homework.

Course Objectives:

After completion of this course the student will:

- o practice acceptable attitude for job success
- o maintain ethical behavior at all times
- o report legal standards and limitations for medical assistants
- o participate in meetings and/or conduct HOSA meetings using parliamentary skills
- o record, store and retrieve information on a microcomputer
- o maintain medical and business records
- o communicate effectively with peers, professionals and patients
- o prepare a resume and seek employment as a medical assistant and/or related career
- o identify the local chapter of AAMA and seek to be a member for continued professional development.

Relationship to Chapter VI:

Related Medical Assistant Theory and Skills provides instruction and participation in leadership, social and cultural skills, job seeking skills and meets the regulation of integrating HOSA into the curriculum. Participation in this course introduces the student to the concepts of the world of work and being a member of a community.

County Area Vocational Technical School
Medical Assistant Program

Title of the Course: Related Medical Assistant Theory and Skills
Unit of Instruction: Public Relations in the Medical Office
Task - Practice Ethical Behavior at All Times

Contributing Objective	Course Content	Learning Activities
After group discussion on personal and vocational relationships, the student will consistently practice ethical behavior an acceptable attitude while in the classroom and during clinical experience. *Keeping a confidence is a critical objective, therefore, the confidences must be maintained 100% of the times.	I. Public Relations and the Medical Assistant A. Serving as the doctor's public relations specialist 1. first impressions 2. physical appearance 3. professional attire B. Professional Amenities 1. promptness 2. self discipline 3. controlling criticism C. Principles of Medical Ethics 1. office ethics 2. personal ethics	The student will consistently exhibit a pleasant attitude when speaking and working in the classroom, lab and and while on his/her clinical experience. The student will maintain a neat, clean and attractive appearance at all times. The student will be on time for class and any other assignment at all times. The student will use self discipline in controlling criticism. The student will maintain confidentiality of any and all information related to patients after being on clinical experience. The student will complete all assignments promptly and pay attention to instructions. After practicing the above activities for one month, the student will receive points for positive attitude, neatness, appearance, punctuality, controlling criticism, listening and completing all assignments on time. The points will contribute to 20% of the student's grade for each marking period.

Appendix B

MEDICAL ASSISTANT Student's Name _____

School Term _____ Session _____ Class _____ Level _____

_____, Instructor

STUDENT EVALUATION

REPORTING QUARTER _____ Clinical Experience

DATE _____

THEORY:					
40-50 Percent					
Student Notebooks					
Tests & Quizzes					
Written or Oral Reports					
Homework Assigments					
Safety					
Sub-Total:					
SKILL OR SKILL PERFORMANCE:					
30-40 Percent					
Basic Skill Competencies					
Projects					
Procedures					
Equipment					
Experiments					
Safety					
Sub-Total:					
LATENESS/ATTITUDE:					
20 Percent					
Promptness or Tardiness					
Shop Dress					
Ability to Follow Instructions					
Peer Relationships					
Safety					
Sub-Total:					
GRAND TOTAL:					
Letter Grade:					
Numerical Grade:					

HEALTH ASSISTANT

Student's Name _____

School Term _____

Session _____ Class _____ Level ____

Sending School _____

RECORD OF PRACTICAL AND BUSINESS PROCEDURES OF STUDENTS

Report Period	Date Tested	Practical	Business	Reports	Points

HEALTH ASSISTANT

Student's Name _____

School Term _____

Session _____ Class _____ Level _____

Sending School _____

WEEKLY EVALUATION

Report Period Starting _____

												Final Grade
General Attitude												
Promptness												
Lab. & Practical												
Safety & Equip. Care												
Uniforms & Shoes												
Assigned Jobs												

Remarks:		Points
60 - 69	D	1
70 - 79	C	2
80 - 89	B	3
90 - 100	A	4

MEDICAL ASSISTANT

Instructor

Student _____
Session _____ Level ____
Date _____ Grade ____

Reporting Quarter (Please Circle)
1 2 3 4 Final

PERFORMANCE TEST: TITLE OF PERFORMANCE

Points:	Excellent 4	Good 3	Fair 2	Poor 1	F
A. ATTITUDE: (Consider attitude toward the procedure to be done, attitude toward patient and the evaluator.)					
B. ACCURACY & TIME: (Consider the following) 1. Interest in Procedure 2. Judgement 3. Effective Planning & Use of Time & Energy 4. Completed in Prescribed Time					
C. CARE OF EQUIPMENT, MATERIALS & SELF-PRESENTATION: (Consider the following) 1. Safety Precautions 2. Student's Appearance 3. Maturity, Poise, Self-control 4. Manner of Application					
D. STANDARDS OF PERFORMANCE: (Consider the following) 1. Tray and/or Equipment Setup 2. Sensitive to Patient's Comfort 3. Neatness 4. Completeness of Procedure					
E. RESPONSIVE TO SUGGESTIONS AND QUESTIONS					
F. FOLLOWS DIRECTIONS					

Subtotals: _____

FINAL TOTAL (Sum of all 5 columns) ____

Divide by 6 ____

LETTER GRADE (See Key*) ____

Tested by: _____

KEY*

4	A
3.7 to 3.9	B+
3.4 to 3.6	B
3.0 to 3.3	B-
2.7 to 2.9	C+
2.4 to 2.6	C
2.0 to 2.3	C-
1 to 1.9	D
0	E

COMMENTS: (Please use other side of this sheet for your comments)

Sample Agreement
Use Official Letterhead

MEMORANDUM OF AGREEMENT FOR CLINICAL EXPERIENCE

This agreement between Dr. _____ and the _____ Vocational-Technical School covers the period from September 1, 19__ to June 30, 19__, to provide an extension of the classroom into the clinical area. The agreement may be terminated by either party by submission of a written notice.

The Medical Assistant instructor is the designated representative of the school and any problem you have should be discussed with the school representative.

The student will report to your office daily Monday-Friday from 8:30 a.m. - 2:30 p.m. for a period of ___ weeks (during school hours). They will adhere to personnel policies that have been discussed and agreed upon. There will be a total of ___ students involved in a rotating schedule throughout the school year. A personal data sheet for each student participating in the supervised clinical experience will be submitted along with the rotation schedule.

During the period of clinical experience the student will be able to observe and participate in the various phases of medical assisting.

An evaluation will be prepared on each student based on the written objectives and performance list shared with the student and the agency.

The agreement will be reviewed annually and necessary changes made for renewal of affiliation.

Signed: _____ Date _____ Signed: _____ Date _____
SCHOOL PHYSICIAN

The following suggested list of equipment/supplies for this course is to be used for a guide:

MAJOR EQUIPMENT

Office Management Area

File Cabinets
Transcribing Unit(s)
Typing Tables & Chairs
Typewriters and Word Processors
Desk/Chair - Receptionist
Microcomputer(s)
Printer
Telephone Models

Medical Examination Area

Examination Table
Gooseneck Lamp
Instrument Cabinet
Medicine Cabinet/Cannisters
Scale (Weight & Measure)
Sterilizer
Stool
Electrocardiogram Machine

Classroom Area

A-V Equipment (or available upon request)
Tape Recorder
Student Desks, Tables, Chairs
Bulletin Board/Chalkboard
Skeleton
Anatomical Charts
Anatomical Models/Simulators
Torso
CPR Model (Recording Resusci Annie)

Laboratory Area

Autoclave
Microscopes
Teaching Microscope
Refractometer
Centrifuge
Refrigerator

MINOR EQUIPMENT

Medical Examiniation Area

Basic Set of instruments for medical office

Opthalmoscope
Otoscope
Proctoscope
Bandage Scissors
Clip Remover
Curved Hemostat
Straight Hemostat
Surgical Scissors
Suture Scissors
Thumb Forceps
Transfer Forceps
Plain Dressing Forceps
Tissue Forceps
Probe
Percussion Hammer
Tuning Fork
Anal Speculum
Nasal Speculum
Vaginal Speculum
Stethoscopes
Sphygmomanometers (Aneroid/Mercury)
Snellen Visual Acuity Chart
Dressing Jars
Flashlights
Mayo Stand
Treatment Trays
Splints
Assorted Sizes Syringes/Needles

Medical Laboratory Area

Stopwatches
S.S. Trays
Urinary Sediment Chart
Bunsen Burner/Alcohol Lamps
Portable Incubator

SUPPLIES

Office Management Area

Appointment Book(s)
Appointment Cards
Peg Board System (Write It Once System)
Emergency Phone Listings
Letterhead/Stationary
Envelopes
Message Pads
Miscellaneous Report Forms (X-ray, Consultation, Surgical, etc.)
Dictionaries - Webster/Medical
Receipt Forms
Insurance Forms
Insurance Release Forms
Bank Slips
Deposit Slips
Petty Cash Slips
Checks
Erasers/Pencils/Pens/Markers
File Cards
File Folders
Index Cards
Blue Shield Code Book (Procedure Manual)
Labels
Ledger Sheets
Patient Case History Forms
Patient Statistical Forms
Rubber Bands
Transparent Tape
Simple Inventory Forms
Statement Forms
Tickler File
Typewriter Ribbons, Correction Tape
Computer Printout Paper
Software File Box
Floppy Discs
Cassettes

Medical Laboratory Area

Glass Slides
Cover Slips
Lens Paper
Transfer Pipettes (Disposable)
pH Paper
Gauze Pads (2 x 2, 3 x 3, etc.)
Alcohol Preps
Disposable Gloves
Safety Glasses
Batteries

Medical Laboratory Area (Continued)

Reagents
- Acetest Tablets
- Albumin Tablets
- Clinitest Tablets

Dipstix or Labstix Reagent Strips
Tes-Tape
Centrifuge Bottles, Tubes, Caps
Disposable Urine Containers and Caps
Autoclave Tape/Bags
Petri Dishes
Culture Media
Wire Loop

Medical Office

Dressings
- Adhesive Tape (Assorted)
- Bandages (Assorted)

Cotton Balls
Rubber Gloves -- (Assorted) (Sterile/Unsterile)
Disposable Gloves
Graduates
Tongue Depressors
Cotton Swabs
Eye Droppers
Flashlight Batteries
Glove Wrappers (Assorted)
Linen:
- Cover Sheets (Paper - Disposable)
- Drapes For Patients (Disposable - Paper)
- Dressing Gowns (Disposable - Paper)
- Dressing Towels
- Hand Towels
- Pillow Cases

Slings
Surgical Masks
Disinfectant & Antiseptic Solutions
First Aid Supplies
Urinometers
Reagents To Accomplish Chemical, Physical and Microscopic Examination of Urine
Tape Measure
Thermometers
Instrument Trays
Tissue Swipes

AUDIO-VISUAL TEACHING SUPPLEMENTS

CATEGORY AND TITLE	SOURCE*
I. VISUAL AIDS	
A. Self Breast Exam Form	Health Ed. Co., Inc.
B. Injection Teaching Form	Health Ed. Co., Inc.
C. IV Training Arm and Hand	Career Aids, Inc.
D. Human Torso Model	Career Aids, Inc.
II. COMPUTER SOFTWARE	
A. Parts of the Microscope	Career Aids, Inc.
B. The Human Body: An Overview	Career Aids, Inc.
C. Spelling for Careers in Medicine	Career Aids, Inc.
D. Metric System Tutor	Career Aids, Inc.
III. FILMS AND FILMSTRIPS	
A. The EKG	Prentice-Hall Media, Inc.
B. Medical Office Skills	(Films A-J)
C. Office Equipment Operation	
D. Bookkeeping	
E. Maintaining Files	
F. Insurance	
G. General Office Accounting	
H. Maintenance of Medical Records	
I. The Administrative Medical Assistant	
J. Introduction to Medical Terminology	
K. Vital Signs	Career Aids, Inc.
L. Aseptic Technique	(Films K-M)
M. Sterilization Technique	
N. Verbal Barriers to Communication	Trainex
O. Nonverbal Barriers to Communication	(Films N-P)
P. Effective Listening	
Q. Telephone Manners	National Education Media, Inc.
R. Good Looks/Hear and Now	Modern Talking Pictures
IV. TRANSPARENCIES	
A. Human Body Transparencies	Career Aids, Inc.
V. SELF-STUDY PACKET	
A. The Medical Office Assistant	Southwestern Publishing, Co.

*Source addresses provided at completion of list.

AUDIO-VISUAL SOURCE ADDRESSES

1. Health Ed. Co., Inc.
   P.O. Box 21207
   Waco, Texas 76702

2. Career Aids, Inc.
   8950 Lurlin Avenue
   Department AH5
   Chatsworth, CA 91311

3. Prentice-Hall Media, Inc.
   150 White Plains Road
   Tarrytown, NY 10591

4. National Education Media, Inc.
   15760 Ventura Boulevard
   Encino, CA 91436

5. Modern Talking Pictures
   2323 New Hyde Park Road
   New Hyde Park, NY 11040

6. Trainex Corporation
   P.O. Box 116
   Garden Grove, CA 92642

7. South-Western Publishing Co.
   5101 Madison Road
   Cincinnati, OH 45227